

Mathematical development		Title : number 21	Day: 1	Class: Nursery	
Learning Outcomes	Activity Plan / Methodology	Time 40 mins	Assessment of learning outcome/s (How)	Resources	
<p>By the end of this lesson, students will be able to</p> <p>Identify number 21</p> <p>relate quantity with the number</p>	<p>Recap: Students will be asked to reinforced numbers from 0 to 30 while reading them through ppt/ flashcards</p> <p>We are learning to: We are learning to identify and count number 21.</p> <p>What I am looking for : How well you identify and count number 21 through different objects.</p> <p>Gained skill: It helps us to enhance our counting skills.</p> <p>Introduction: Allow the students first look at the number pasted on the board and tell them it is 21. Then show them flash card of number 21. Show students different sets of objects in turn and ask them to count each set. For example, show them 2 sets of 10 coloured pencils, ask 'How many coloured pencils are there?' and students should say '20 coloured pencils'. Ask the students if we will add one more coloured pencil, how many pencils will there. Tell students that 2 tens and 1 unit make number 21.</p> <p>Place flashcard of number 21 on the board and write '21' above it. Say 'twenty one' and ask students to repeat it after you. Write the number 21 on the board again, large enough for all students to see how it is written. Write it slowly and ask students to use their index finger to trace the number 21 in the air.</p> <p>Students will be shown number 21 video. https://youtu.be/HTZEXhN-qdc</p>	<p>5mins</p> <p>10mins</p>	<p>Students will be assessed on participation on group activities and understanding of number 21 with quantity</p>	<p>Ppt /flashcard</p> <p>Concrete objects / counters</p>	

	<p>Do oral counting (daily) through singing, on the board with the help of flashcards, real objects, counting bars, small blocks, balls, spoons, ice-cream sticks and things from the classroom.</p> <p>Guided practice: Show the students different objects like blocks, counters, pencils, markers, books. At first show them 2 sets of 10 objects then tell them if we add 1 more in it becomes number 21. Ask them 2 and 1 makes the number 21.</p> <p>Focused task: Ask students to open book page no. 45. Ask them to move your finger on number 21 and say it aloud. Ask them what is in the picture? Ask them where we can see the flowers? Do they like the flower? Which colour of flower do they like? Ask them count the flower by putting their finger one by one and tell the number.</p> <p>Students will be given matching worksheet in which they will count the objects and match with number 21. As the students are doing worksheet walk around, monitor and offers lot of encouragement. Ask everyone question like what no is this.</p> <p>Wrap up: Students will be asked to count 21 pencils / colours at the end of the lesson.</p> <p>Reflection:</p>	<p>20 mins</p> <p>5mins</p>		<p>Blocks/counters / Pencils/ markers/books</p> <p>Book pg. no 45</p> <p>Worksheet</p>
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Mathematical development		Title: Number 21	Day :2	Class: Nursery	
Learning Outcomes	Activity Plan / Methodology	Time 40 mins	Assessment of learning outcome/s (How)	Resources	
<p>By the end of this lesson, students would have</p> <p>Identified number 21 relate quantity with the number</p>	<p>Recap: Students will be asked to reinforced numbers from 0 to 30 while reading them through ppt. Show number 21 flashcard and ask which number is this?</p> <p>We are learning to: We are learning to identify and count number 21.</p> <p>What I am looking for: How well you identify and count number 21 through different objects.</p> <p>Gained skill: It helps us to enhance our counting skills.</p> <p>Introduction: Ask students to tap your table 21 time, jump 21 time. Write the number as large as possible on the board. Ask the students to trace the number in the air. It is important that this is done using the whole arm moving from the shoulder.</p> <p>Guided practice: Use a fairly large, soft ball. Ask the students to form a large circle. Begin by saying the first number in the sequence and throwing the ball to one of the students. The student should catch the ball, say the next number, and throw the ball to another student who must catch the ball and say the next number, etc. If a student fails to catch the ball, cannot continue the sequence, or says the wrong number, she/he should sit down for one minute before rejoining the game. Students will complete the game from 1 to 21 sequence.</p> <p>Focused task: Students will be given the worksheet of number 21 more and other number randomly spread. Ask them circle the 21. As the students are doing worksheet walk around, monitor and offers lot of encouragement. Ask everyone question like what no is this.</p> <p>Wrap up: Students will be asked to write number 21 in the air at the end of the lesson.</p> <p>Reflection:</p>	<p>5mins</p> <p>10 mins</p> <p>20 mins</p> <p>5mins</p>	<p>Students will be assessed on participation on group activities and understanding of number 21 with quantity</p>	<p>Concrete objects / counters/ flashcards</p> <p>ball</p> <p>worksheet</p>	

Mathematical development		Title: number 21	Day : 3	Class: Nursery	
Learning Outcomes	Activity Plan / Methodology	Time 40 mins	Assessment of learning outcome/s (How)	Resources	
<p>By the end of this lesson, students will be able to</p> <p>Identify number 21 relate quantity with the number and trace number with correction.</p>	<p>Recap: Students will be asked to reinforced numbers from 0 to 30 while reading them through ppt/flashcards. Show number 21 flashcard and ask which number is this?</p> <p>We are learning to: We are learning to identify and count number 21.</p> <p>What I am looking for : How well you identify and count number 21 through different objects.</p> <p>Gained skill: It helps us to enhance our counting skills.</p> <p>Introduction: Show flashcards, each with pictures of 21 stars or 21 familiar objects. Ask students to identify the objects. Ask how many objects are shown on each flashcard. Hold up a flashcard with the number 21. Ask what number is shown. Place this flashcard on the board and write '21' above it. Say 'twenty one' and ask students to repeat after you. Write the number 21 on the board again, large enough for all students to see how it is written. Write it slowly and ask students to use their index fingers to follow the number as it is written and trace the number 21 in the air.</p>	5mins	Students will be assessed on participation on group activities and understanding of number 21 with quantity and trace number with correction.	Ppt	Concrete objects / counters
	10mins	Number flashcards			
	20mins	Play dough,			

Mathematical development		Title: number 21	Day : 4	Class: Nursery	
Learning Outcomes	Activity Plan / Methodology	Time 40 mins	Assessment of learning outcome/s (How)	Resources	
<p>By the end of this lesson, students will be able to</p> <p>Identify number 21 relate quantity with the number and trace number with correction.</p>	<p>Recap: Students will be asked to reinforced numbers from 0 to 30 while reading them through ppt/flashcards. Show number 21 flashcard and ask which number is this?</p> <p>We are learning to: We are learning to identify and count number 21.</p> <p>What I am looking for: How well you identify and count number 21 through different objects.</p> <p>Gained skill: It helps us to enhance our counting skills.</p> <p>Introduction: Revise numbers from 1–21 by counting round the class. Draw on the board sets of twenty one simple shapes, e.g. triangles, circles, etc., and ask student volunteers to count them and write the number next to each set.</p> <p>Guided Practice: Place counters on a table in front of the class. Pick up the counters one-by-one and count them together. Show the flashcard of number 21 and ask students to repeat 21 three times. Encourage the students to say, 'There are 21 counters'. Ask 3 students at a time to come to the front of the class to play " Pick Up counters". Scatter the 21 counters on the table and ask the students to take turns to pick up a counter, ensuring that the other counters do not move as they pick up that counters. Ask them to count as they pick up the counters. When all 21 counters have been picked up, say 21 and show the flashcard of number 21.</p> <p>Focused task: Students will be given worksheet in which they will count mangoes and trace and write the number 21. As the students are doing worksheet walk around, monitor and offers lot of encouragement. Ask everyone question like what no is this.</p> <p>Wrap up: Students will write number 21 on white board.</p> <p>Reflection:</p>	<p>5mins</p> <p>10 mins</p> <p>20 mins</p> <p>5mins</p>	<p>Students will be assessed on participation on group activities and understanding of number 21 with quantity and trace number with correction.</p>	<p>Ppt Concrete objects / counters</p> <p>Counters</p> <p>Worksheet, colours</p>	

Mathematical development		Title: number 21	Day : 5	Class: Nursery	
Learning Outcomes	Activity Plan / Methodology	Time	Assessment of learning outcome/s (How)	Resources	
<p>By the end of this lesson, students will be able to</p> <p>Identify number 21 relate quantity with the number and write number with correction.</p>	<p>Recap: Students will be asked to reinforced numbers from 0 to 30 while reading them through ppt/flashcards. Show number 21 flashcard and ask which number is this?</p> <p>We are learning to: We are learning to identify and count number 21.</p> <p>What I am looking for: How well you identify and count number 21 through different objects.</p> <p>Gained skill: It helps us to enhance our counting skills.</p> <p>Introduction: Invite a pair of students to come to the resource table. Give them the flashcards, the beads, and an ice cream cup. Now ask them say aloud the number. The pair picks the number card of the given number and puts the same number of beads in the ice cream cup. The same activity should be done for whole class. Provide any necessary help during the activity.</p> <p>Guided Practice: Organize sand tray prior to writing number '21' on the copy. Demonstrate how to write the letter using the pop sickle stick. Ask them to write it 2, 3 times. And say the number.</p> <p>Focused task: Ask students to open their copies. Write number '21' on copy. Give them a set amount of time to complete the task and monitor their progress.</p> <p>Wrap up: Students will be given the colours basket and ask them to count the colours up to 21.</p> <p>Reflection:</p> <p>Homework: Write number '21' on copy.</p>	<p>3mins</p> <p>5mins</p> <p>30mins</p> <p>2mins</p>	<p>Students will be assessed on participation on group activities and understanding of number 21 with quantity and trace number with correction.</p>	<p>Ppt/ flashcards</p> <p>Ice cream cups, beads, number 21 flashcard</p> <p>Sand tray</p> <p>Copy Work Sample: Date Day Topic: Number '21' Write: T U 2 1 2 1</p>	